

# HECB FORM 1

## NEW DEGREE PROGRAM PLANNING NOTICE OF INTENT (PNOI)

### Program Information

Institution Name: University of Washington

Degree Title: Bachelor of Arts

Degree Granting Unit: College of Arts and Sciences  
(e.g. College of Arts and Science)

Level: Bachelor Type: (of) Arts Major: American Indian Studies  
(e.g. Bachelor) (e.g. Science) (e.g. Chemistry)

Minor: NA (if required for major) Concentration(s): NA (if applicable)

CIP Code: 05.0202

Proposed Start Date: Fall 2006

Projected Enrollment (FTE) in Year One: XX At Full Enrollment by Year: 5: XX  
(# FTE) (# FTE)

Proposed New Funding: College Reallocation

Funding Source: ☐ State FTE ☐ Self Support ☒ Other -- College Reallocation

### Mode of Delivery / Locations

☒ On- Campus Delivery Seattle  
(enter location(s))

☐ Off-site \_\_\_\_\_  
(enter location(s))

☒ Distance Learning \_\_\_\_\_  
(enter locations, if applicable)

### Substantive Statement of Demand and Need

See below

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## **Substantive Statement of Demand and Need**

Within the University of Washington's statement on its role and mission one finds this statement, "The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge." Further within the statement one reads, "As an integral part of a large and diverse community, the University seeks broad representation." These themes are amplified in President Emmert's website message titled, "Making Strides on Diversity." President Emmert asserts, "An education experience that fails to expose students—majority and minority—to multicultural perspectives or that does not include interaction in a diverse community simply cannot measure up." He goes on to say, "In addition to issues of academic quality, we must pursue diversity because it is one of the most basic components of the University's historical mission. Land-grant universities were founded on what at that time was a very radical notion, that higher education should be made available to a much more diverse segment of society than just the children of the elite. To carry out this mission, we have a moral and legal obligation to serve and support all our citizens." Through such statements, the University of Washington makes its regard for and commitment to diversity absolutely clear.

One rationale for an American Indian Studies major at the University of Washington is that the major will advance the University's objectives toward building a diverse institutional community that is concerned with the preservation, advancement, and dissemination of knowledge. When Europeans first reached the North American continent scores of Native American cultures occupied the vast and rich land mass. Although the newcomers were quick to recognize the wealth of natural resources, they were not quick to recognize the spiritual, cultural, and intellectual riches of the people they called Indians. The religious bigotry, cultural bias, and materialistic worldview of the Europeans kept them from understanding and appreciating the Native Peoples. For five hundred years the Native population has been subjected to a systematic genocide that has included physical destruction and policies such as removal, relocation, and termination. The American Indian Studies major seeks to reduce embedded racism and to recognize and reinforce the wisdom and knowledge of Native cultures.

Washington State has a strong Native American presence. It ranks sixth among states in terms of Indian population. In terms of number of federally recognized tribes it shares a primary position, along with the State of Arizona, with twenty-six tribes or federations. Along with the recognized tribes eleven of Washington's tribes are landless and lack federal recognition. Thus, Washington State has a Native population and a diversity of Indian nations and cultures that allows Native Studies programs excellent opportunities for research and for community involvement.

Washington State is also recognized as a center of American Indian legal activism and leadership. Over forty percent of successful Native legal challenges have emanated from Washington and the State has provided several leaders of American Indian organizations, such as the Congress of American Indians as well as Presidential Advisors and heads of federal agencies. These leaders include Ron Allen of the Jamestown Klallams, Joe De la Cruz of the Quinaults, and Mel Tonasket and Lucy Covington of the Colville Tribes. Washington State legal cases have helped to define Indian rights under U.S. law, their relationship to other Americans, and their control of valuable resources. For example, U.S. District Court Judge Bolt's famous 1974 interpretation of treaty-reserved right to take fish, later upheld in the Supreme Court, confirmed

the continuing force of nineteenth century U.S. treaty promises to natives throughout the U.S. Activism that led to these decisions, such as “fish-ins” served as the model for similar actions in other States. Sociologist Joane Nagel suggests, “In addition to forcing an eventual legal victory for Native American fishing rights in the Northwest, the fish-in movement provided the training ground for future Red Power activists.” (*American Indian Ethnic Renewal*, p. 162.) Other court decisions from Washington State have resolved such issues as tribes’ and States’ powers to tax on-reservation sales to non-Indians (*Washington v. Confederated Tribes of the Colville Reservation*), tribes’ power to prosecute non-Indians for crimes committed on-reservation (*Oliphant v. Suquamish Tribe*), the U.S. government’s liability for mismanagement of Indian trust resources (*United States v. Mitchell*), tribes’ and local governments’ power to regulate the use of lands inside reservations (*Brandale v. Yakama Tribe*, *Cardin v. Dela Cruz*, *Snohomish County v. Seattle Disposal Company*), the ownership and extent of water rights linked to States (*Colville Confederated Tribes v. Walton*), and Congress’s power to delegate government functions to tribes (*Washington Department of Ecology v. U.S. Environmental Protection Agency*). This rich history offers many chances to study issues of Native law, nation building and maintenance, and sovereignty issues. In many cases, many of the original participants in the legal challenges can participate within classes that are studying the cases.

The University of Washington ranks among the top twenty-five American-Indian serving universities in terms of number of undergraduate and graduate students and has in some years led the nation for graduation of American Indian engineers and medical doctorates. Thus, the University of Washington campus itself is a center of Native population and has often been a nexus of American Indian academic achievement.

To summarize, given Washington States demography and history, and in order to serve the educational needs of the State’s diverse population, an American Indian Studies major is well justified.

Furthermore, as President Emmert has stated, a goal of the University must be to expose students to multicultural perspectives and interactions. A fully developed American Indian Studies major will allow student to join in the process of preserving, advancing, and disseminating the knowledge of, and about, Native peoples. President Emmert also asserts that student learning is enhanced in locus of multicultural perspective. In effect, some of the most startling learning advancements happen through cultural cross-fertilization. Alport’s work in the area of “conflict theory,” and recent research in the field of “subordinate experiences” study these phenomena. AIS classes routinely enjoy more diverse student populations than do the typical UW class, and due to this diversity offer enhanced opportunities for learning and intellectual growth.

Beyond these issues there are other factors that justify an American Indian Studies major. Six years ago, there were serious doubts about whether the University could sustain its American Indian Studies minor. Due to faculty accepting other positions, the AIS Center consisted of only three full-time faculty members. Instead of allowing the Center to cease operation, Dean John Simpson, and after him, Dean David Hodge authorized searches and hires that built AIS to eight full-time faculty members. Commencing two years ago, when this expanded faculty were all in place, AIS began a series of retreats and meetings to plan an American Indian Studies major at the University. Within these retreats the AIS faculty examined various national and international

models for Indigenous Studies programs and majors and developed its own program of study. At the close of the 2002/2003 academic year, AIS presented a formal request to Dean David Hodge for a change in its unit status (attachment 1). AIS requested that it be granted Program status. The rationale for this request was based on the increased teaching and research capacity of AIS. Within this request, AIS also informed the Dean of its intent to develop an AIS major, and to move to Department status. AIS was granted Program status effective October 1, during the 2003/2004 academic year (attachment 2).

The development of the University of Washington American Indian Studies major takes into account both the research interests and teaching strengths of the current AIS faculty as well as designing flexibility that will allow for changes of focus in the future.